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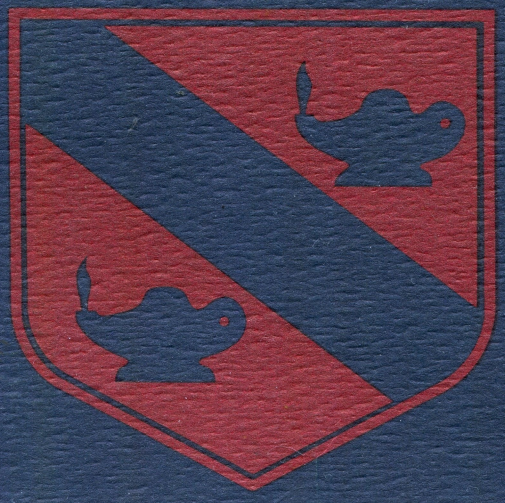

TAFT

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THE TAFT SCHOOL / WATERTOWN, CONNECTICUT

JOHN C. ESTY, JR.

FROM THE HEADMASTER:

Horace Dutton Taft, who founded The Taft School in 1890 and served as its first headmaster for 46 years, had great faith in the uniqueness of Man and his educability for high purpose. His was to be a school "in which boys would receive the physical, mental, moral and spiritual training necessary to produce leaders and disciplined, constructive citizens." In 1970 Taft's Board of Trustees decided that applications would be accepted for the admission of girls in September 1971. This decision came primarily because they were convinced, as I am convinced, that this move is the logical development of a definite philosophy.

For eighty years the two strongest aims and traditions at Taft have been sound preparation for college and development of personal qualities outside the classroom. Reaching these goals is today rendered extraordinarily difficult by the almost structureless nature of current college life, and by a new generation of young people increasingly uncomfortable in personal and social relationships. (Television may be teaching a lot, but it also seems to deprive kids of the time needed to learn how to relate to other people!) I feel Taft has an obligation, therefore, to prepare her students with new strength and experience for the hundreds of moral and ethical decisions which lie ahead, those formerly pre-empted by tighter rules and community sanctions. I feel, too, we must concentrate on human relations and seek consciously to help overcome very real personal and relational disabilities so that our students can feel easier with such old virtues as love and loyalty and cooperation.

I cannot conceive of teaching all these things without boys and girls together—at least part of the time. We have established a program which will provide for real learning within a firm structure, which will also acknowledge the different natures of boys and girls and their need to be apart at various times. We know we have a very great task ahead of us: to see that a relatively smaller proportion of girls do not feel like second-class citizens, to make sure we do not try to make "Taft Boys" out of our girls, and to devise ways—academic, social, recreational—of helping our students learn how to be open to each other and grow in each other's company.

To achieve its traditional goals more fully, Taft now concentrates on two immediate objectives for every student: the clarification of experience and the establishment of self-esteem.

The clarification of experience is a mark of great art and literature and may also serve as a model for the art of the teacher—to alternate vivid experience with reflective clarification, to present students with a series of events made understandable and relevant to their lives. It is as irresponsible to expose young people to experiences which are never clarified as it is never to expose them to any experience at all.

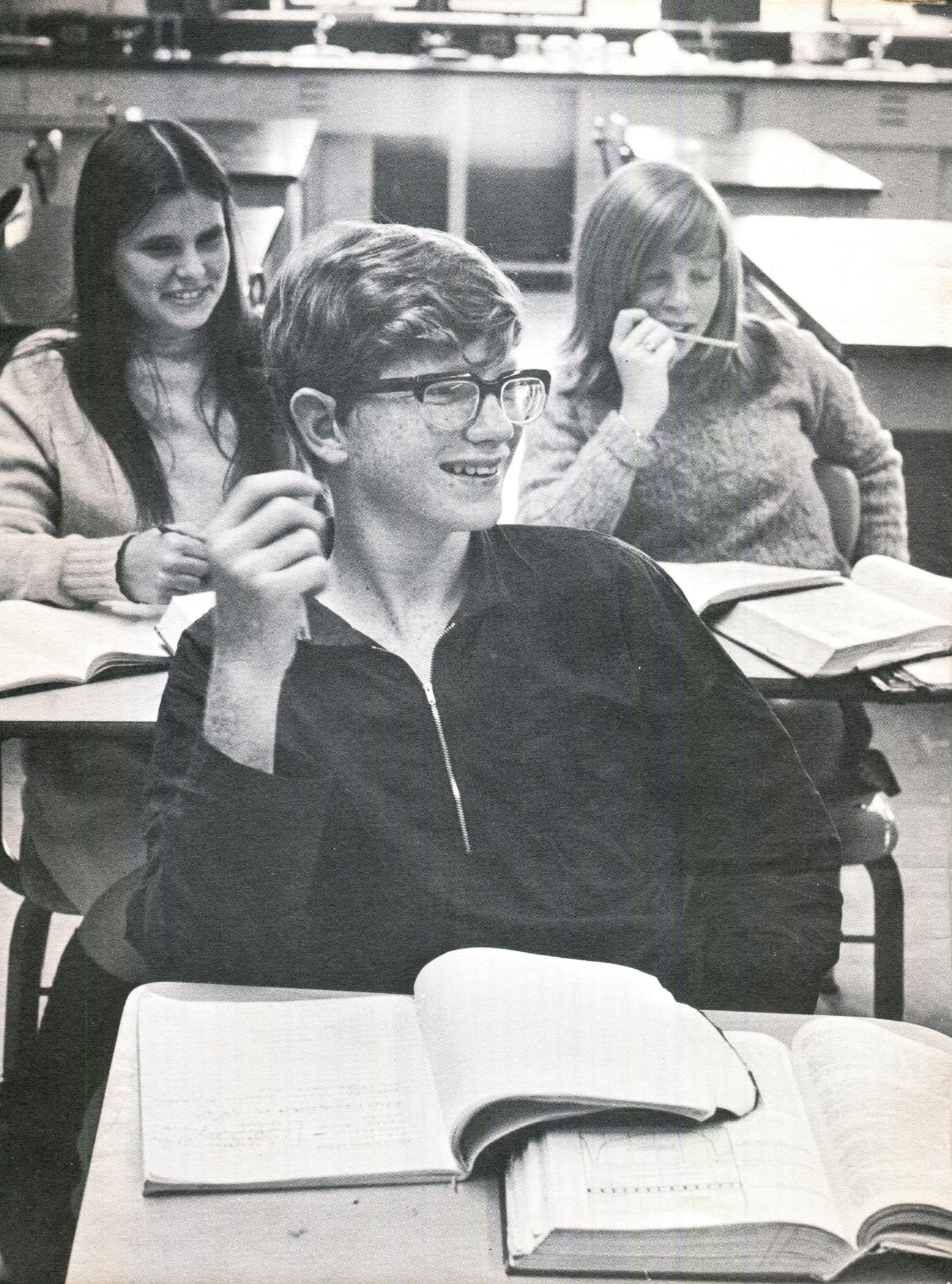
The establishment of self-esteem is even more important in creating the right internal climate for learning. Young people are very impressionable and sensitive. No matter how big the frame, how quick the mind, or how self-assured the manner, there lurks behind that facade a fragile and unformed psyche. The strength to be an individual and the search for identity depend above all on the development of self-esteem, which in turn depends on the sense that one is esteemed by others.

This means we must always be ready to praise and reinforce the slightest impulse toward growth, realizing that this is a highly relative quality in any given student. When there is not much to esteem, there can at least be respect for the worth of each student—his fragility, his impressionability, his instinct for good, his potential for bad and, above all, his individuality.

Taft's major job as an evolving educational institution is to search constantly for the proper balance between freedom and structure, between community restraints and individual needs. We know we must teach certain things and expect certain standards of conduct, which may well go against a student's grain. Yet we know, too, that we must respect the emerging personality of each Taft student, working with him or her to bring out the natural grain. As Robert Frost says in *The Axe Helve:*

He showed me that the lines of a good helve
Were native to the grain before the knife
Expressed them, and its curves were no false curves
Put on it from without. And there its strength lay
For the hard work. . . .

JOHN C. ESTY, JR.



ACADEMIC LIFE

INSTRUCTION

In order to meet most effectively the individual requirements of its boys and girls, the School continuously reviews its curriculum. A very broad selection of term-contained courses is the most recent innovation. In the belief that unusually able students should be allowed to progress at a speed commensurate with their abilities, Taft has established Honors and Advanced Placement sections in most courses. In addition, courses of study frequently cut across class lines, since Taft is basically an "un-graded" secondary school. Thus, students with greater proficiency are encouraged to develop to the fullest, often along individual and creative lines.

The ratio of students to teachers is about eight to one, and the basic instructional group is a class of eight to sixteen. Divisions of this size are small enough to permit and encourage spirited discussion and exchange of ideas, as well as to enable the master to check the thoroughness of individual preparation and to assure each boy or girl personal attention and supervision. For some courses a weekly lecture to all those enrolled has advantages and offers a convenient means of exchanging teachers between departments and of utilizing the more complex types of audio-visual aids.

Frequent conference periods and the ready availability of masters enable a student to receive still further help and explanation.

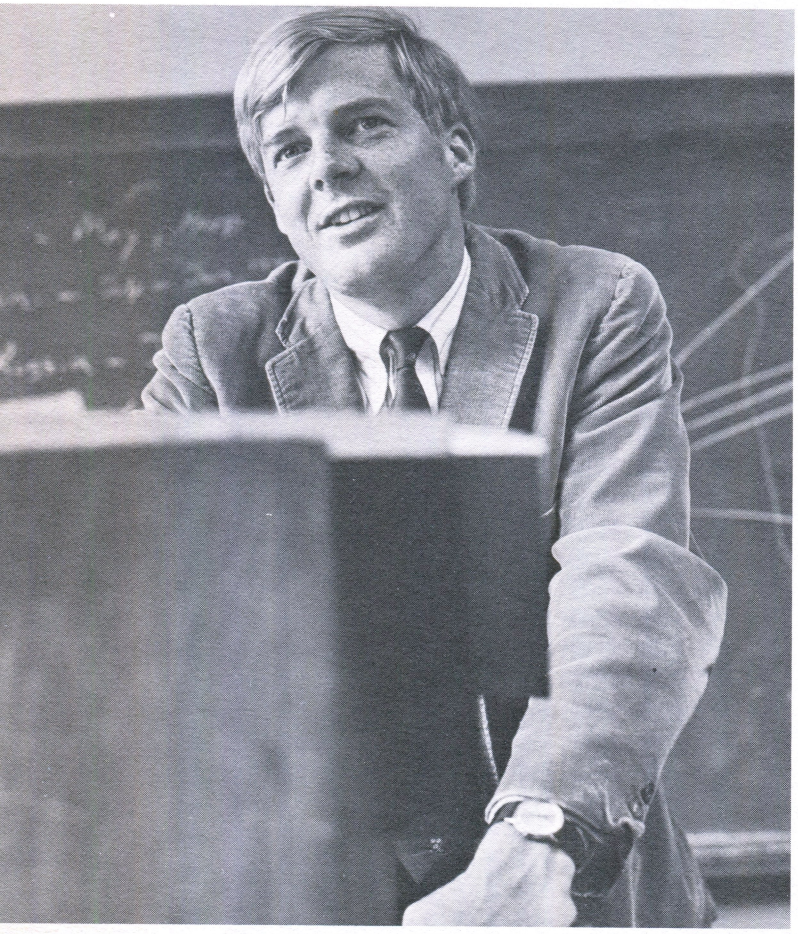
Faculty committees, one for each of the school's four grades, are in charge of the scholastic and extra-curricular programs of the students in each year. Immediate responsibility for guidance and supervision rests with the student's Faculty Advisor and with the four faculty members who serve as chairmen of the several committees. In addition, the full committees, composed of masters who teach the courses in each grade, meet with the headmaster for study and discussion of the individual student's needs and progress.

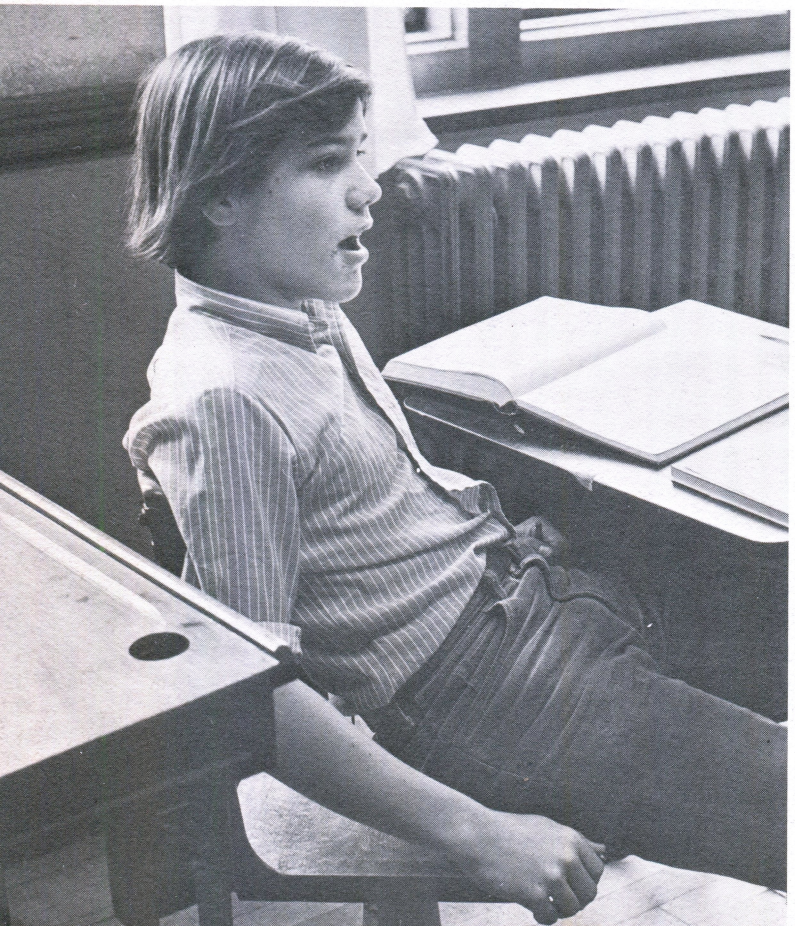
The school year is divided into three terms of about ten weeks each. Grade reports are sent home at regular intervals, and comments from teachers, Faculty Advisor, and Class Chairman accompany these reports at various times during the year.

FACULTY

Members of the faculty are selected on the basis of potential for instilling enthusiasm for learning; promise of excellence in teaching, both in and out of the classroom; and demonstrated inspirational qualities and personal effectiveness. The faculty presently numbers 61, more than half of whom have graduate degrees. The undergraduate colleges most commonly attended are Yale, Bowdoin, Harvard, Princeton, and Amherst.

Recognizing that the faculty is the most essential element of the school, Taft seeks to promote professional growth and reward excellence in teaching in the following ways:





THE INDEPENDENCE FOUNDATION CHAIR, established with a gift of $300,000 from the Independence Foundation in 1962, recognizes the services of a faculty member whose duties are primarily teaching and not administrative.

THE STOTT SCHOOLMASTER'S CHAIR, established with a gift of $50,000 in 1962 by Robert L. Stott, provides supplementary compensation for the recipient.

THE MAILLIARD TEACHING FELLOWSHIP, established in 1959 by Mrs. J. W. Mailliard, Jr., in memory of her husband of the Class of 1909, is awarded each year to a recent college graduate, who serves as an apprentice teacher.

THE FARWELL TRAVELING FELLOWSHIP, inaugurated in 1963 by the gift of John V. Farwell, III '14, provides funds adequate for a faculty member to travel or study abroad during the summer.

THE FACULTY LEAVE PROGRAM allows two faculty members each year to take the entire year away from school for study, research, or writing, at full pay plus subsistence.

SUMMER STUDY GRANTS, established in 1958, enable the school to grant financial assistance each year to as many as 20 members of the faculty to meet the expenses of summer graduate study.

CURRICULUM

Taft's curricular offerings have been drastically enlarged and changed through introduction of term-contained courses for the upper school in all departments but math. All upper school students will choose new courses for each term, and, for example, in senior year they might choose to take three English courses and a history course for a particular term.

Where a year course in a subject would give one "credit", three term courses would take the same academic time and give three "units". In terms of units, the requirements for graduation and for admission to most colleges are:

English	12 units
Mathematics	9 units
Foreign Language	9 units of one language or 6 units of each of two languages
Science	3 units in one science
History	3 units of American History

To graduate a student must normally complete 54 units of academic work, to be distributed as follows:

Lower Middle Year:
15 units or 5 major courses per term

Middle Year:
15 units or 5 major courses per term

Upper Middle Year:
12 units or 4 major courses per term

Senior Year:
12 units or 4 major courses per term

Honors divisions will be established where large enrollments indicate multiple divisions.

It is not practical to reproduce here the 25 page Catalogue of Course Offerings, but in an attempt to illustrate the variety of choice, the following is a summary of the courses offered by the History Department to the upper school:

UPPER SCHOOL OFFERINGS IN U.S. HISTORY

Term	*Course No.*	*Division I (1600-1860)*
FALL:	334	Diplomatic 1750-1840
	335	Intellectual 1600-1860
	344	Minority 1619-1860
	345	Political 1600-1860
	354	Honors Survey 1600-1860
		Division II (1860-1920)
WINTER:	336	Diplomatic 1840-1920
	337	Intellectual 1860-1914
	346	Minority 1860-1920
	347	Political 1860-1920
	356	Honors Survey 1860-1920
		Division III (1920-1970)
SPRING:	338	Diplomatic 1920-1970
	339	Intellectual 1914-1970
	348	Minority 1920-1970
	349	Political 1920-1970
	358	Honors Survey 1920-1970

OTHER UPPER SCHOOL HISTORY OFFERINGS

FALL:	361	Introduction to Economics
	371	Introduction to Political Science
	394	Modern China
WINTER:	386	Russian History
	396	Modern Germany
	397	Modern European History
SPRING:	363	Introduction to Economics
	373	Introduction to Political Science
	378	Anthropology
	388	Tudor and Stuart England

INDEPENDENT STUDIES

The Taft program in Independent Studies is designed to achieve three principal objectives: first, to encourage boys and girls with talent or interest to undertake projects that they will find challenging and stimulating; second, to enable them to do genuinely "independent" work under the guidance of a faculty advisor—but primarily on their own; and third, to free those who are mature enough to want freedom and to be willing to accept the obligations which will accompany freedom from as many of the usual requirements of school life as possible, so that they will have an opportunity to exercise their own judgment and test their own will.

Each student is expected to complete a major, original piece of work during the term in the Independent Studies Program, to take all regular tests in courses and to act as a mature individual. He or she is excused from compulsory class attendance, competitive athletics, and the usual corridor restrictions.

Students apply for the program at the middle and end of Upper Middle year and at the middle of Senior year. There is no specific limit to the number who may be accepted for each half year program.

In order that the participants may have more freedom to work on their projects and to share the hopes and trials of independent work, they are given the option of remaining on the corridor or living in special quarters apart from the other students. A somewhat more limited program is now available for lower classmen.

TEACHER INTERN PROGRAM

Certain carefully selected Upper School students participate in the Teacher Intern and Tutoring Intern Programs in which they help to teach Lower School courses in various academic disciplines and tutor the younger boys and girls on an individual basis. The program responds to the desire of many students to take a more active role in the educational process and to explore their own talents in the teaching profession.

The program provides a valuable experience, not only to the teacher-intern, but also to the faculty member. Student teachers relieve faculty members of some routine duties, thereby enabling them to spend more time on necessary classroom preparations and also assist in individual tutoring. Although the faculty member is responsible for the intern's performance, the cooperation frequently results in developing new testing and teaching procedures and fresh insights into the curriculum.

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DAILY SCHEDULE

Except for the students in the Independent Studies Program, certain daily appointments are required—class, lecture or seminar meetings, job duty, exercise in the afternoon, dinner at 6:15, Vespers before dinner on weekdays except Wednesday, and evening room check at 10:30 with lights out at that time for Lower Mids and Middlers.

For the average student, the day will start with optional cafeteria-style breakfast sometime between 7:00 and 7:45. There is a job to do after the second of seven 42-minute periods, one of which will be used for lunch. Three or four will be for regular classes and the others for study, music practice, art, reading the morning paper or a letter from home. On Wednesday, there is the weekly assembly and there are five periods instead of seven, so that the Lower School and junior varsity and varsity teams which compete with other schools may get an early start on their games.

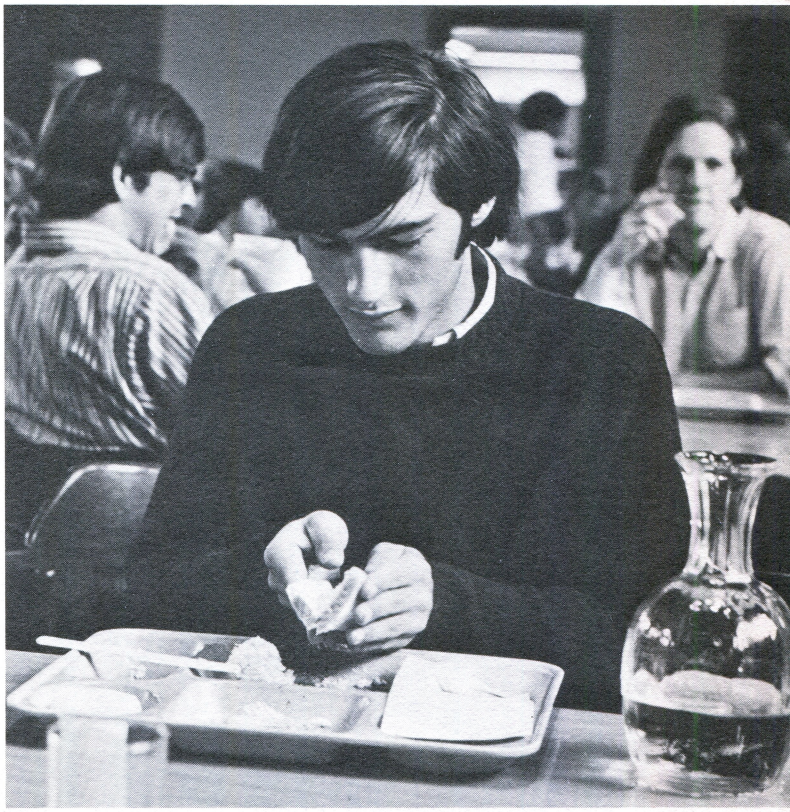
On other days, the formal academic day is over at 1:45. One to two hours of the time between then and 6:00 will be spent in sports activity. The use of the rest of the time will depend on individual interests. The student may be in the shop, sewing room, computer room or backstage. He or she may read in the library, build models, work on an art or crafts project or listen to stereo in a dormitory room. Some time will surely be spent just talking with other boys or girls or teachers. A bike ride in the country or a walk into town to buy camera supplies, records or extra food may be fitted into the afternoon. In almost every case, the student will spend some of the time studying.

The meetings of the more formal organizations like the Glee Club, Bands, Chess Club and the myriad of faculty-student committees are likely to take part of the time after Vespers and dinner, but study alone or with the help of a master will probably take several hours. It may take more until one learns, by oneself or from a faculty or student advisor, to make better use of spare time in the morning and afternoon.

The schedule from Saturday at 12:30 until Sunday dinner may be very flexible and free, except, of course, that Monday's work has to be done and so does any extra reading for an outside project. There are games to watch or play on Saturday afternoon and a movie that night if one chooses to go along with the crowd. Many students prefer to pursue something on their own or with a friend.

On Sunday students are likely to live as they do at home. They may get up for early Communion or Mass or the school's ecumenical service, or they may sleep until 9:30 or so, have eggs cooked to order and read the "New York Times."

Of course they may, if parents and the school approve, take a weekend and come back Sunday evening with many pleasant memories and even more work to do for Monday.



DORMITORY LIFE

A large portion of the life of students at Taft is spent on the dormitory corridor. It is here that they live, do most of their studying, and spend much of their free time. As a result of this diversity of function, corridors have both formal and informal aspects. Individual responsibility and concern for one's neighbors are the basis of life in the dormitory.

Boys and girls may live in single rooms or have one or two roommates and, after a year, choose where and with whom they room. Upper School boys generally live in Charles Phelps Taft Hall, Lower Schoolers in Horace Dutton Taft Hall or Congdon House. This year girls live in McIntosh House where they have their own common room and other facilities and, next year, adjacent Congdon House will also be for girls. On each floor of each dormitory, Senior Class Monitors live in order to assist the resident masters in regulating the corridors.

There is usually a great degree of informality in the dormitories. Students are permitted to decorate their rooms to suit their tastes and may have radios, record players and tape recorders. Some corridors provide small common rooms for card playing, television viewing, or simply informal talk sessions. Masters and their families live on each corridor and have close relations with the students. To help in the general adjustment to school life, each new student has a student sponsor, an upperclassman who acts as advisor during the first year.

ATHLETICS

The Taft athletic program is sufficiently broad and varied to encourage both the physical and psychological growth of all students. At all levels—both varsity and intramural—emphasis is placed on developing good sportsmanship, cooperation, competitiveness, self-discipline, and confidence. Each student's athletic experience is designed both to provide him or her with a chance to engage in a satisfying athletic challenge while at the same time to serve as a counter to the academic pressure of the classroom. In addition to routine development of physical fitness and the encouragement of growth in individual carry-over sports, the school feels it is important to expose all students to the rigors and rewards of working closely with others on team sports. In short, the Taft athletic program is designed to form an integral part of the life of the students—to play a significant role in his development as a person.

To accomplish these aims, varsity, junior varsity, and Lower School teams are organized in most of the following sports: football, soccer, cross country, basketball, ice and field hockey, wrestling, skiing, baseball, track, golf, lacrosse, squash, and tennis. Also popular are modern dance, touch football, bicycling, figure skating, and horse-back riding. Interscholastic teams are allowed to compete in tournaments and championships such as: the Lawrenceville Hockey Tournament, the Lehigh Wrestling Tournament, the New England Prep School

Golf Championships and the New England Track and Cross Country Championships. The varsity baseball team also makes an annual trip to Florida during the spring vacation to compete in a tournament. A healthy rivalry exists between Taft and the many neighboring schools with which Taft maintains a full schedule of games. All the school's teams are coached by interested and experienced men.

The medical and athletic staffs work in close cooperation, maintaining a constant check upon the condition and development of the boys and girls. Exercise is adapted to the needs of the individual, and participation in a special physical fitness class is required of those failing to attain a certain level of fitness. These periods of exercise are conducted by a specialist in physical education. Exercise is required four days a week, and the students are encouraged to participate in those sports they enjoy on Saturday, Sunday, and in other free time.

FILM PROGRAMS

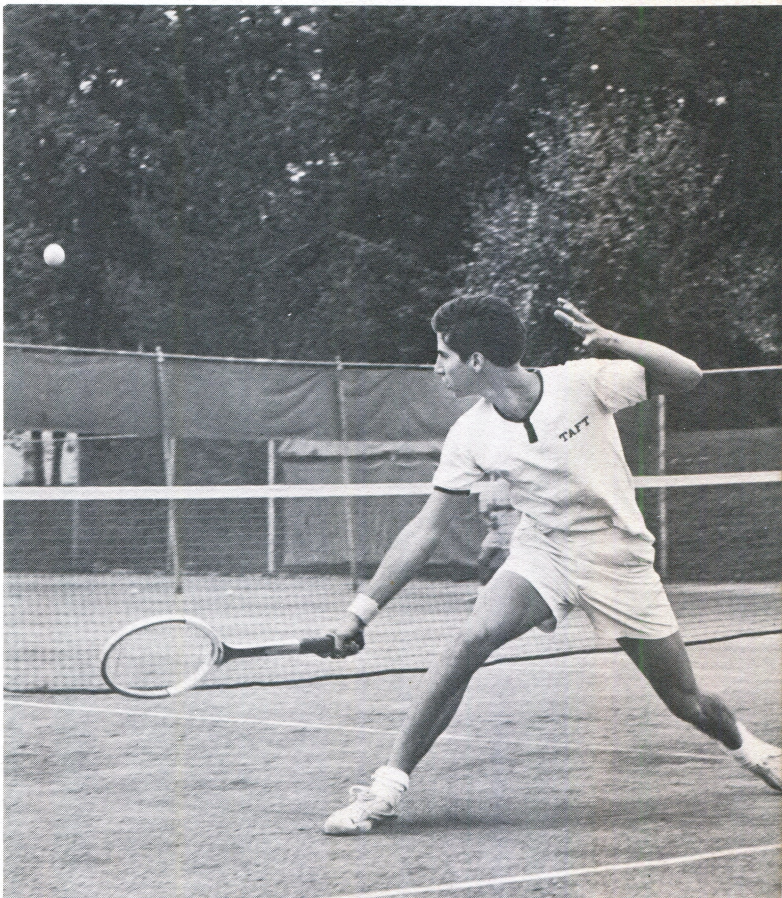
During the year, the school provides two extensive entertainment and educational film programs. Every Saturday evening and on school holidays, first-run feature films are shown in Bingham Auditorium, which has a full-sized theater screen and two 35 mm. arc lamp Cinemascope projectors. Last year such films as *Easy Rider*, *"Z"*, *2001: A Space Odyssey*, and *Anne of the Thousand Days* were presented.

Winter term, in addition to the regular Saturday films, a Sunday afternoon film series is given in the Hulbert Taft Library's Laube Auditorium, which has two new 16 mm. rear-screen projectors. This Sunday series is aimed at the cinema buffs and affords him the opportunity to view the films of such greats as W. C. Fields, the Marx Brothers, Orson Welles, Ingmar Bergman, and Francois Truffaut.

GUEST SPEAKERS

Throughout the course of the academic year, the school invites, under the auspices of several organizations such as the Human Growth and Development Program, prominent people from varied professions and pursuits to speak to the student body. Some of their talks are formal lectures, others are relaxed give-and-take affairs. All are interesting, and impart knowledge and entertainment. The speakers are often available after dinner for informal question and answer sessions.

Men and topics have recently ranged from Colorado Senator Peter Dominick defending the A.B.M. system, to William Styron discussing his book *The Confessions of Nan Turner*, to Daniel Senecal, Taft 1960, relating his adventures in crossing the Sahara Desert with a do-it-yourself safari. Other speakers have included Dr. David E. Smith of the Haight-Asbury Medical Clinic of San Francisco examining drug abuse, Mr. Gerald Schaflander discussing the urban crisis, and Dr. Milan Zuccon of Yugoslavia describing his travels in Eastern Europe and the U.S.S.R.



ART EXHIBITS

The school's Exhibit Committee brings to the campus several times each term shows from such institutions as The Museum of Modern Art, The George Eastman House, The Smithsonian Institution, and The Metropolitan Museum of Art. These shows, which are presented in the exhibition lobby of the Science Center and the Hulbert Taft Library gallery, reflect not only the great movements of the past, but also some of the major trends in contemporary art. On occasion, the school sponsors one-man shows for professional printmakers, painters, sculptors, and architects, many of whom live nearby and are willing to come to the school to discuss their work with interested students.

Student art work is also exhibited. Many oil paintings are hung in the school's main corridors, and changing displays featuring paintings, drawings, sculpture, ceramics, and woodworking are presented in the Woolworth Conference Room and the Art Department facilities, as well as occasionally in the Science Center exhibition lobby.

CONCERT SERIES

Two series of concerts by professional musicians are held each year in the school's Bingham Auditorium. The *Alfred L. Hart Concert Series*, established in 1961 by Mrs. Hart as a memorial to her late husband of the Class of 1899, has featured such artists as the Beaux Arts Trio of New York, Nina Dova, guitarist, the Josef Marx Baroque Ensemble, Sarah Hart, pianist, and Marilyn Dubow, violinist. The *Watertown Concert Series*, sponsored by a local organization, has brought to the school such distinguished performers as Andres Segovia, guitarist, the Julliard String Quartet, the Paris Chamber Orchestra, and the New York Pro Musica.

Students also have the opportunity to attend concert series held in Bushnell Hall, Hartford, and Woolsey Hall, New Haven. The entire school enjoys frequent recitals presented by advanced students and faculty members, featuring representative works by a wide range of composers.

DRAMATICS

Bingham Auditorium, a large, professionally equipped theater, provides Taft's Masque and Dagger Society the means and the challenge to achieve artistic excellence in drama. The dramatics program is designed to encourage the beginning actor in the Lower School to perform in plays with students with similar inexperience; to provide the older, experienced actors the opportunity to perform in sophisticated plays; to teach interested students the technical aspects of production, including design, lighting, sound, painting, and make-up; and to form for the general student body an immediate, working illustration of drama in its entirety.

The current program includes three major productions, one each term, and minor "workshop" pro-

ductions. Recent major productions presented by the Masque and Dagger Society have been William Gibson's *Miracle Worker*, Ionesco's *Rhinoceros*, Herb Gardner's *A Thousand Clowns*, Jean Anouilh's *Becket*, and Kurt Weill's *The Threepenny Opera*.

DEBATING

Debating at Taft has traditionally been an important extracurricular activity, and the two major debating groups, the Varsity and the Lower School clubs, meet often each term. Membership in both these organizations is open to all students. Great stress is placed upon the techniques of debating such as preparing briefs, arguments, rebuttals, and speaking effectiveness and poise.

The Varsity debating team engages the debators of other preparatory schools and college freshman groups and participates regularly in the Triangular Meet and the Williams College Preparatory School Debating Tournament. The Lower School club also meets other similar teams from preparatory schools and occasionally local junior high schools.

PUBLICATIONS

The school affords the young people interested in writing several different opportunities to put their talents to work. *The Papyrus*, a semi-monthly school newspaper, gives the student a chance to try many varied forms of writing, from editorial to reporting to sports coverage. The creative student may write and submit stories and poems to *The Forum*, a literary supplement to *The Papyrus*. He may also contribute in many ways to *The Annual*, a record of the school year and a history of the Senior Class. The Student Press Club is a very active organization in which students collect and report news of the school to local and metropolitan newspapers.

MUSIC

In all four years the Music Department offers courses which may be elected for partial credit in addition to a student's regular academic schedule. The department also offers instruction in all instruments. In many cases school instruments are available for student use. All instruction is private and is charged at the rate of five dollars per lesson in organ and four dollars per lesson in all other instruments. Practice rooms are available at no extra charge.

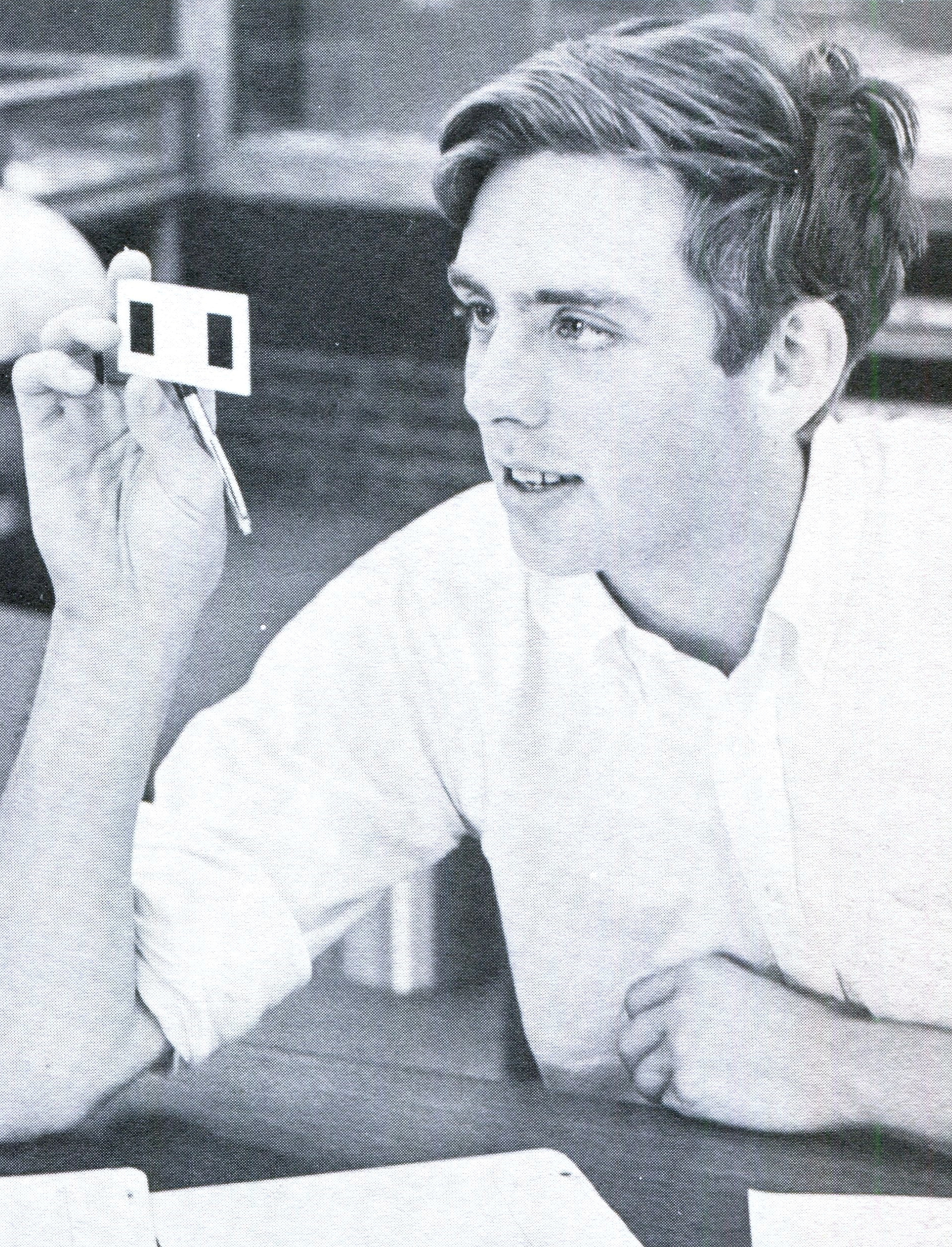
Taft's extracurricular musical organizations include the Glee Club, the Oriocos, the Concert Band, the Football Band, and a Stage Band. In some years there are also smaller ensembles for woodwind, brass, or stringed instruments. Public performances by the Glee Club and Concert Band include home and outside concerts, often with nearby schools.

ART

The program and curriculum of the Art Department includes a unique introductory art course for Lower Middlers, creative art and crafts courses at all levels, instruction in the history of art, occasional field trips, and monthly art exhibitions for the general enjoyment of the school community. The creative work of our own students is regularly displayed throughout the school.

The school is fortunate in having a superb collection of art history colored slides which are used to supplement and enrich the course in art history and are also available for reference by individual students involved in the various studio courses.

The school has recently installed excellent facilities for work in ceramics: a new high-fire kiln, capable of temperatures to 2,300 degrees, and two new potters wheels. Instruction is given in both the hand building method of ceramic sculpture as well as work on the potters wheel. Students fire their own work and learn to apply glazes.



RELIGION

Although Taft is a non-sectarian school open to boys and girls of all races, religions and creeds, much of the school's philosophy is based on the Judaeo-Christian tradition. On weekdays, just before dinner, there is an assembling of the students for Vespers. At this time, the headmaster, the school chaplain, and others from both inside and outside the Taft community, speak on current issues and ethical themes. Much use is made of films, slide-tape presentations and music to present these themes and issues.

A serious attempt is made at Taft to understand why young people today increasingly resent and reject traditional forms of religion. We do not accept the traditional belief that spiritual values grow automatically from attention to Christian principles and compulsory church attendance. We try instead to expose students to various aspects of the "human condition" and to show them the problems which organized religions have always sought to solve. The Religion Department offers, among others, a course in Bible history which seeks to meet the needs of today. In the fall term, "Concepts of Life" deals with the relationship between such Old Testament themes as alienation, bondage, freedom, and their duplication in today's world. In the winter term answers are sought to the question: What is the significance of the Gospel in the late twentieth century world? In the spring term the students study the relationship between the Bible and the arts by pursuing an independent study project. For Seniors, there is a full course on philosophy which examines the concept of the Self in both classical and contemporary thought. In all courses, use is made of a range of media such as films, tapes, etc.

There are ample opportunities for students to participate in religious conferences at other schools or to worship and discuss religion in voluntary student-run groups. Ecumenical services are conducted at the school each week.

Taft students are urged to attend services at nearby Protestant and Catholic churches and synagogues and efforts are made to help the pastors of those churches establish contact with students of their faith in the school.

VOLUNTEER SERVICES

Another aspect of religious life at Taft is the Volunteer Services Program, which gives students exposure to the plight of other human beings and a chance to do something about it.

Some students spend one afternoon a week working with children in the inner-city of Waterbury. Here they help to build reading skills and a relationship of understanding. Other students work with boys at the Connecticut Junior Republic in Litchfield. In past years boys from Taft have helped at Walsh School in Waterbury, Fairfield Hills Mental Hospital and South-

JOHN C. ESTY, JR.
HEADMASTER

bury Training School. If a call for assistance is heard, the Volunteer Services Program will try to meet it.

Within the school the student-run Community Chest Committee conducts a program of social service education and plans activities for the raising of funds for charitable organizations.

THE HONOR SYSTEM

The single word "Pledge" written at the top of a class quiz or examination paper is of immense significance to a Taft student. An abbreviation for the statement, "I have neither given nor received aid on this examination," this word represents the spirit of decency and fair play which underlies the Honor System. Administration of the system is in the hands of the school's Honor Committee, composed of the Monitors and the chairmen of the student Class Committees. Far more effective than strict surveillance could ever be, the Honor System fosters mutual trust and respect between faculty and students.

STUDENT GOVERNMENT

Student government at Taft is directed towards developing a strong sense of personal responsibility in each person. The school assumes that students have the maturity to pursue their own day-to-day lives in an increasingly self-regulated environment. To move to this end, the school has long endorsed the concept of student participation at various levels of the decision-making process. Many boys and girls will serve on the governing boards of extra-curricular activities, and about twenty percent are elected by their fellow classmates to serve on their Class Committees, the basic unit of self government at Taft.

The Class Committees represent the interest of their particular classes before the faculty and have other important responsibilities relating to the functioning of the school. The Job Program, for instance, is supervised by the Upper Middle Class Committee. Overseeing much of this activity—and, in fact, many other areas of student life—are the Senior Monitors. The Monitors supervise attendance at school functions, assist corridor masters with dormitory duties, and operate the Honor System.

In recent years this concept has been extended so that today students sit together with the faculty on various committees that plan and direct both immediate day-to-day school functions as well as longer range philosophical concerns about the future direction of the school. Students routinely sit on standing committees such as Discipline and Athletic Committees and are included as full-fledged members on specifically-charged committees that concentrate on specific areas such as dress, social permissions, curriculum development.

The expectations and responsibilities of the leadership of each class are reflected throughout the whole class. Every student is supervised in the Lower Middle year, but then is assumed to require practically no supervision in the Senior year.

The basic concept of student government at Taft is that the more a student body or a given class can govern themselves the better. This is a necessary extension of the concept that the more an individual becomes a self-disciplined, intellectually independent and ethically dependent member of this community, the better Taft will have done its job.

HONORS AND PRIZES

Through the generosity of alumni, faculty, and friends, the school presents special awards for scholastic and athletic achievement, character, leadership, and sportsmanship.

Roberts Scholarship. Founded by Mrs. J. W. Hill in memory of her brother, Harley F. Roberts. The income from this bequest is to aid a deserving Taft Senior through college.

Rensselaer Alumni Association Medal. For outstanding work in mathematics and science.

Interclub Medals. These gold, silver, and bronze medals are awarded to the three students attaining the highest individual scores in the annual interclub competition. They represent all-around participation in the activities of the school.

Connecticut Harvard Club Award. To an outstanding member of the Upper Middle Class.

Johnston Cup. For excellence in debating.

Clinton R. Black, Jr., Cup. To that member of the Upper School playing football below the varsity and junior varsity level, who by his spirit, loyalty, play, and good sportsmanship, best typifies football at Taft.

Class of 1908 Medal. To that member of the Senior Class whose influence has done most for the school.

Aurelian Honor Society Award. To that member of the Senior Class who, in the opinion of his classmates and the faculty, is outstanding in sterling character, high scholarship, and forceful leadership.

Sherman Cawley Award. Given to that member of the Middle Class who has shown outstanding improvement in English composition.

Harry K. Cross Football Award. To that member of the varsity squads who through his individual improvement and by his exemplary spirit, outstanding sportsmanship, and sound team play has contributed conspicuously to Taft football.

John T. Reardon History Prize. For the best essay in American history.

Daniel H. Fenton Award. Given to that Taft graduate who studied Latin or Greek at Taft and continues his study as a freshman in college.

Thomas Sabin Chase Award in Art. To that boy who has exhibited in his study of art a significant perception, originality, and developing talent.

Jasspon Prize. For excellence in public speaking.

Olin Coit Joline Prize in Greek. For outstanding proficiency in first year Greek.

Coach's Trophy. To that member of the varsity squad who through determined desire to improve his skill has contributed most to the morale and the spirit of hockey at Taft.

Livingston Carroll Soccer Award. Given to an outstanding member of the varsity squad.

Beardsley Award in Track. Awarded annually to that member of the track team who most thoroughly typifies the finest spirit and accomplishment of the ideals of the school as laid down by Horace D. Taft.

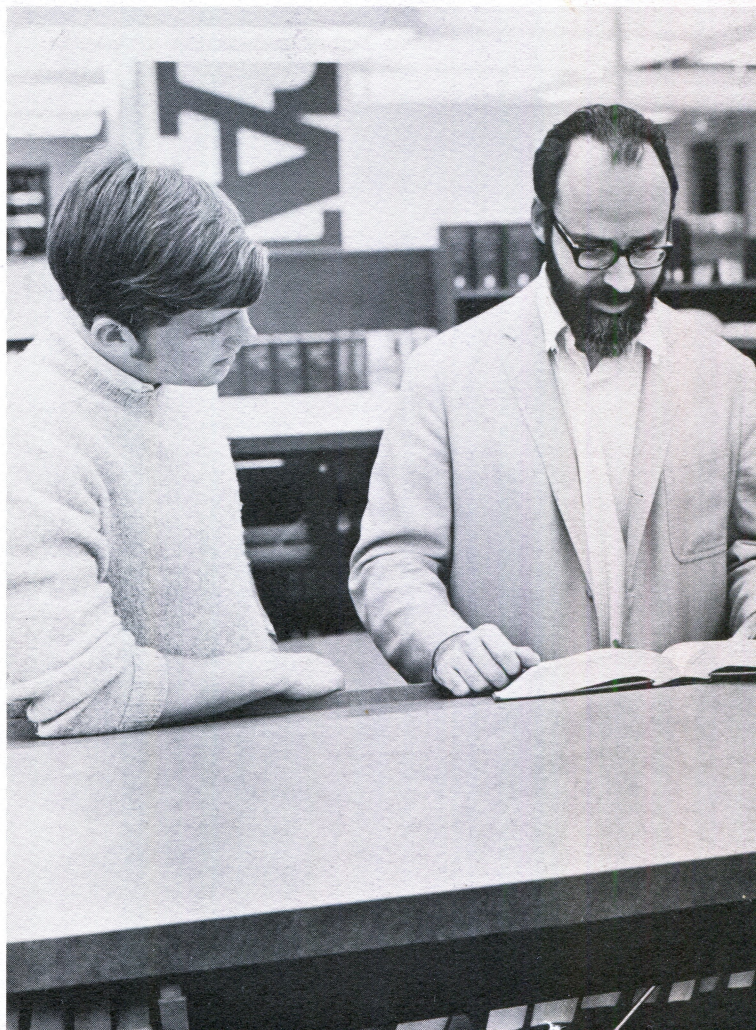
David Kenyon Webster Prize. For excellence in writing.

David Edward Goldberg Memorial Award. For the most outstanding, original piece of art, scholarship or creative work.

Philip T. Young Music Prize. For significant contributions to music through leadership, personal achievement in music while at Taft, and dedication to sound musicianship.

George H. Morgan Award. To that member of the Taft School singing organizations who through ability, leadership, and enthusiasm has made the most significant contribution to the success, effectiveness, and well being of those organizations.

Lawrence Hunter Stone Award. For the person who has contributed most to Taft athletics.



FACILITIES

PLANT AND BUILDINGS

The Horace Dutton Taft Building and The Charles Phelps Taft Hall, provide rooms for approximately 270 boys, apartments for 17 masters, classrooms, and administrative offices. The School Common Room and the Student Union are also in this complex.

The John B. Armstrong Dining Hall, completed in 1959 with funds bequeathed the school by John B. Armstrong '34, provides two dining rooms and a thoroughly modern kitchen.

The Bingham Auditorium, built mainly through the generosity of Harry Payne Bingham and his sister, Elizabeth Bingham Blossom, seats 527 and is equipped with every facility for play production as well as for movies.

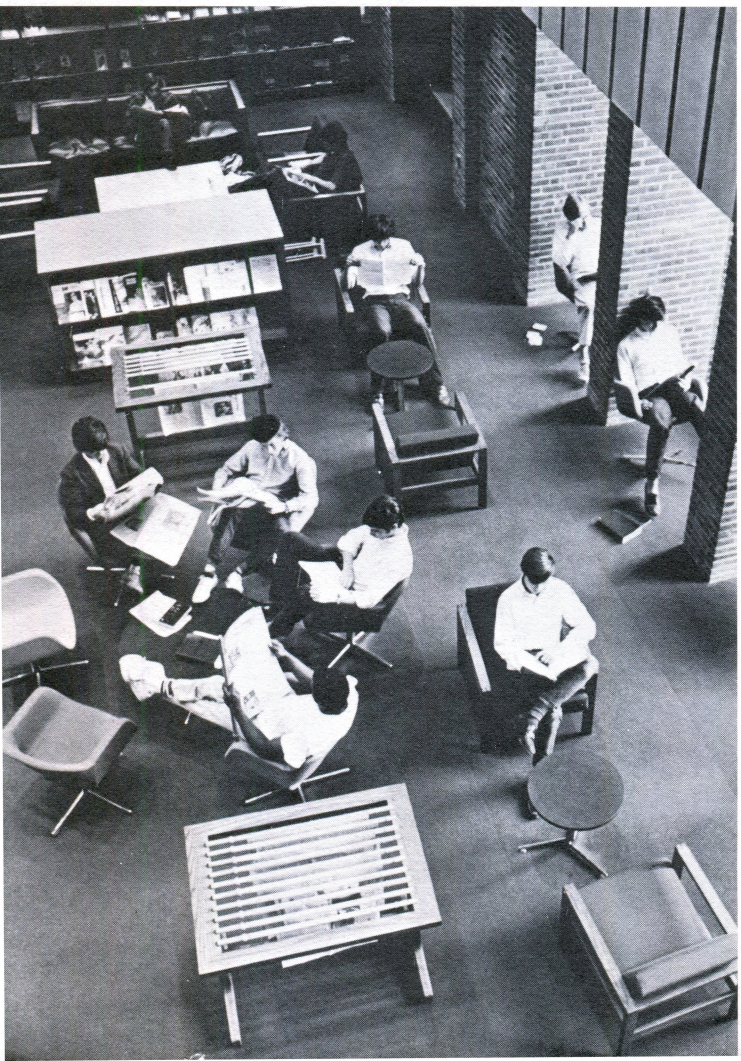
Wade House, given by Mrs. John H. Wade in memory of her son Howard V. Wade '38 (the first Taft graduate to give his life in World War II), is the recreation building for members of the upper two classes.

The Martin Infirmary, built in 1963, and named for Dr. James S. Martin, who served as school physician for 40 years, is fully equipped and self-sufficient. The school physician is in charge; a trained nurse with competent assistants is on duty at all times; and consulting specialists, as well as hospital facilities, are within easy reach at Waterbury and New Haven. A full-time trainer is also available for taping, immediate and post-injury treatment and rehabilitation.

The 70th Anniversary Science Center, completed in 1961 with gifts from alumni, parents, and friends, provides complete facilities for mathematics and science, including ten laboratories for regular, advanced, and individual work in all three sciences; a biology greenhouse; a 12-1/2″ reflecting telescope; and a 140-seat lecture-demonstration hall with television and audio-visual equipment. The building also contains extensive facilities for extracurricular activities including a photography room with complete darkroom equipment and a computer laboratory with our own on-campus digital computer with high speed reader and extended disk memory open to all students.

Chester Adgate Congdon House, a dormitory for Middlers, contains the Anthony G. Blake '55 Common Room, given the school by Mr. and Mrs. Groverman Blake '23 and a number of family friends. Its lower floor contains the Claude Kaplan Language Laboratory, a memorial given by B. David Kaplan '36 in honor of his wife.

The Jigger Shop provides refreshment facilities (snacks, soft drinks, etc.) for the students in their free time on weekdays after athletics and on Saturday afternoons.



McIntosh House was named in honor of Andrew Duncan McIntosh, for 44 years a master at the School. Completely renovated in 1971, it houses two faculty members and 47 girls. The lower floor has a girls lounge, kitchen, small dance studio, and day girl locker room.

THE NEW LIBRARY

The Hulbert Taft, Jr., Library fills an important role in the life of the school. This new building provides about 200 quiet private places for concentrated study or research, as well as relaxed informal areas where students can browse. Most important is a free accessibility to the books—only steps from where one may be sitting or studying. The collections consist of almost 25,000 volumes, microfilm, recordings, and more than 200 currently received periodicals and journals. The library also houses an information retrieval system in the learning laboratory, as well as the multi-media Laube Auditorium.

The library is a memorial to Hulbert Taft, Jr., Class of 1926, given by his wife and family. The interest of the Woolworth family in the library is continued in the Woolworth Reference Area, the gift of Mrs. Norman B. Woolworth, and the continuing gift of books by her son, Norman S. Woolworth '45. A number of endowed book funds permit the library to grow at the rate of 2,000 volumes per year.

The librarian, with his staff and student assistants, keeps the library open until 10:30 p.m. every day during the school session. So that students may make intelligent use of the library, the librarian gives a course of instruction and is always available for assistance and consultation.

ATHLETIC FACILITIES

Rockefeller Field, the gift of Mrs. William G. Rockefeller, is the scene of varsity and junior varsity football games and track meets. Surrounding it is a quarter-mile track with a 220-yard straight-away. The nearby Field House, gift of the Parents' Association, provides locker and shower facilities for teams using the field and contains a reception room for visitors.

The Mays Rink and Angier House, dedicated in 1952 to Edmund A. Mays, Jr. '27 and Donald Angier '18, were made possible through the generous effort and contributions of undergraduates, alumni, parents, and friends of the school. The Mays Rink, a completely enclosed, air conditioned, artificial ice skating rink, measures 190 by 85 feet and provides a regulation hockey rink for varsity and intramural games. Adjoining the rink is Angier House, which contains a team room and the machinery which keeps the ice in proper skating condition. The school keeps ice all year and its skating facilities were used last summer by the Shepaug Valley Hockey School.

The Gymnasiums consist of the original building built in 1913 together with a new building erected in 1956 as an addition to it. There are two basketball

courts; a room for corrective exercises; the Black Squash Courts (given as a memorial to R. Clifford Black); shower and locker rooms for coaches, students, and visiting teams; a trophy room which serves as a reception room for guests; and The Captains' Room (given in memory of Livingston Carroll '37, a member of the faculty from 1941 until 1959) containing nine plaques on which are inscribed the names of all sports captains since the school's beginning in 1890.

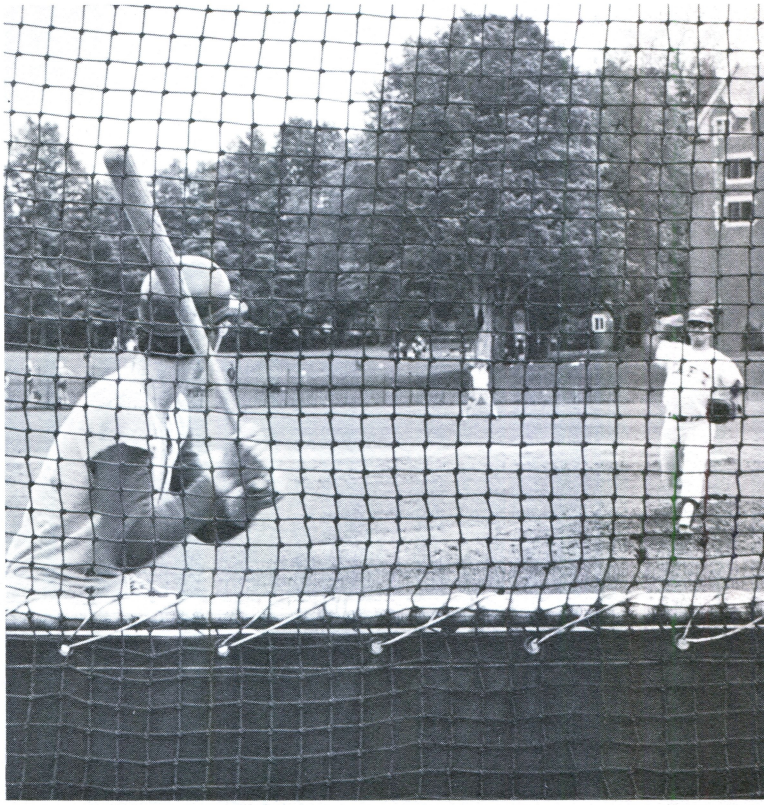
Rockwell Field, the gift of Mrs. Ian Henry Van Gelder, is Taft's varsity baseball field, located just beyond the pond in back of the Science Center.

Snyder Field, named for Edward P. Snyder, provides soccer and baseball fields adjacent to the library.

Five new fields—two for football and three for either soccer or lacrosse—were constructed in 1969.

The Logan Building serves these fields and houses a wrestling arena with two mats and a reception room. The first floor provides locker and shower facilities as well as exercise rooms, visiting team rooms, and offices for coaches.

The school also maintains 18 tennis courts, 10 of which are all-weather courts. Students can play golf on the 18-hole golf course, owned by the school and maintained by the Watertown Golf Club, which borders the campus to the north.



ADMISSION & EXPENSES

ADMISSION

Taft's course of study covers grades 9 through 12 and it is desirable for a student to attend for four or three years so that he may have a continuous Taft education and a greater opportunity to take advantage of the various Honors and Advanced Placement sections offered in Upper Middle and Senior years. However, a number of good boys and girls are admitted to both the Upper Middle and Senior classes each year and they almost always have a fine experience and contribute to the academic and extracurricular life of the school.

We are interested in our candidates as people—not just as scholars. To learn about a candidate, we depend upon previous scholastic record, standing in class, recommendation of headmaster or principal, results of admission tests, and, if possible, a personal interview. Parents and their children are cordially invited to visit the school. The admissions office is open daily except Sunday but parents should make definite appointments well in advance. A visit can often be made more interesting and more fun if we know something about the candidates' talents or interests before they come.

All candidates for admission to grades 9, 10 or 11 are expected to take the examinations of the Secondary School Admission Test Program which is administered, in December and January, at centers throughout the country by the Educational Testing Service. The director of admissions will be glad to supply information concerning admission and to answer questions about the school and its program.

EXPENSES

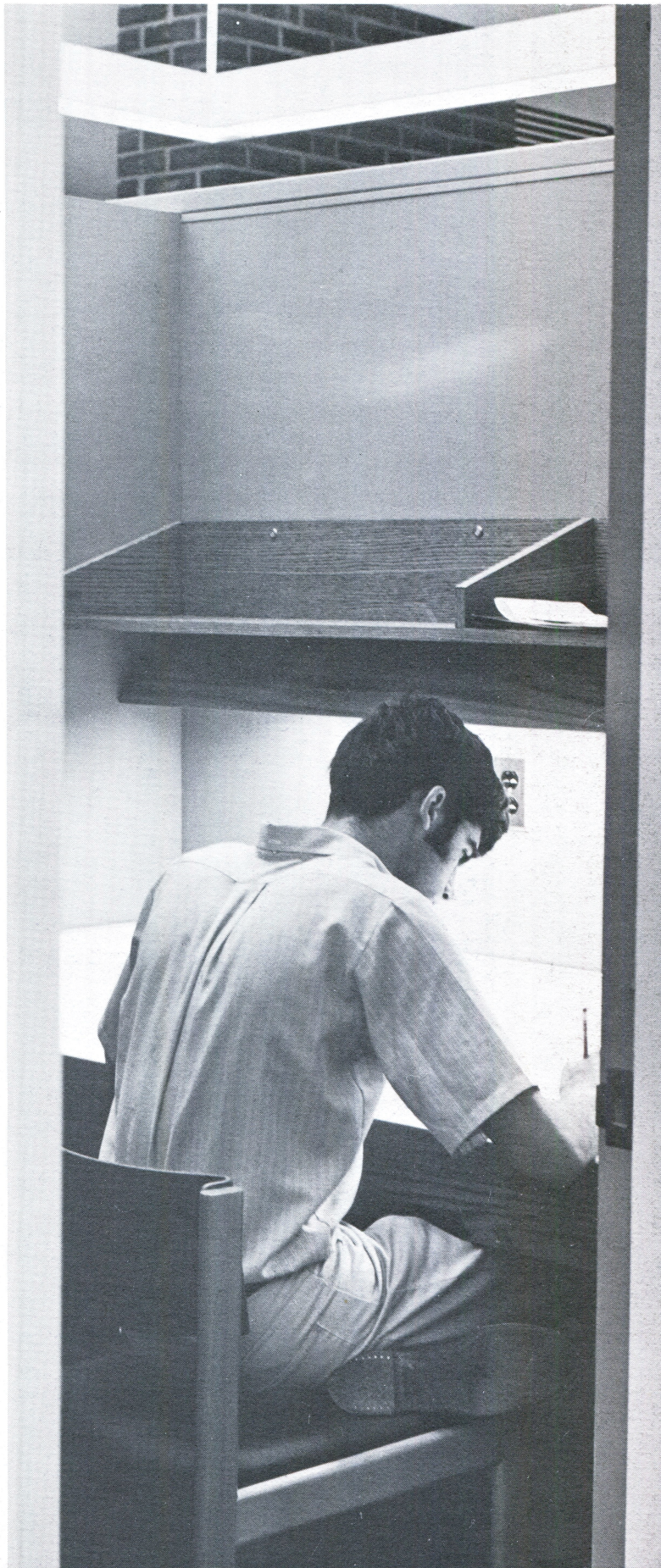
The tuition for boarding students is $3,800 for the regular school year. The tuition for day students is $1,900. These fees do not meet the actual cost of educating a student at Taft and the difference is made up by the school's endowment funds. In the case of boarding students, the difference amounts to approximately $700 per student.

Since the school must obligate itself for its faculty, staff, and plant for the entire year, enrollment of a student obligates the parent or guardian for the full year's tuition regardless of any reason for withdrawal or dismissal at any time during the year.

The yearly tuition may be paid in two equal installments due on September 1st and January 1st. The school encourages the use of monthly tuition payment plans which have the added feature of insuring the life of the parent. Information about a school-sponsored plan is sent to parents in June.

The infirmary and accident insurance fees total $113 for boarding boys and $97 for girls. Luncheon for day students is $120.

Personal laundry and mending service for boys is offered for $75 a year. Girls may use the service for towels and bed linen for $25 but use coin-operated machines for personal items.



A publication fee of $20 per year covers a subscription to *The Papyrus*, the student semi-monthly newspaper, which is also sent to the parents of all students. This fee also supports the student literary magazine.

Students should have a personal checking account at a commercial bank or they may deposit funds in a Student Bank Account in the school's Accounting Office.

CLOTHING AND EQUIPMENT

In class and at dinner, coats and ties and dress shirts are worn by the boys. A boy will need a jacket with dress trousers for some occasions. A girl will need skirts or dresses for dinner and skirts or dress slacks for class. Each student should have four sheets, two pillow cases, four towels, two laundry bags, and a desk lamp. The students furnish their own athletic footwear, gloves, lacrosse, field and ice hockey sticks, racquets and the like. Beds, bureaus, desks, curtains and chairs are provided by the school.

SCHOLARSHIPS

Taft has established a number of scholarships to be awarded to boys and girls showing achievement and promise in scholarship, leadership, and character. All the income from the school's endowment, as well as funds derived from gifts and bequests for this specific purpose, are devoted to scholarships to enable students of limited means to attend Taft.

Parents of applicants for financial aid are required to submit a confidential financial statement, using a form prepared by the School Scholarship Service. This form should be requested at the time the application for admission is filed.

A limited number of paying jobs are available for holders of scholarships but all students share in the work of the school, taking turns waiting on tables, sweeping the classrooms and corridors, and performing other tasks in the Work Program.

Alumni Regional Scholarships supported by the annual Alumni Fund and administered by alumni committees from twenty regions.

The Horace D. Taft and Robert A. Taft Scholarships awarded by the Trustees in memory of the founder of the school and of Senator Taft '06.

The Robert Benson Taylor Scholarship established by Vernon F. Taylor of San Antonio, Texas, in memory of his son Robert Benson Taylor '41, who was lost in action over Nanau, Germany, February 17, 1945.

The John H. Ballantine, Jr., Memorial Scholarship founded with funds received by the school from the estate of John H. Ballantine, Jr., '33, who was killed in action in the Pacific Theater of Operations in November, 1944.

The David Woodward Scholarship established by Mrs. John K. Ottley of Atlanta, Georgia, and Watertown, Conn., in memory of her father who was a close friend of the school's founder, Horace Taft, and a generous supporter of the school in its early days.

The Edward Gaylord Bourne Scholarship made possible through the generosity of Miss Grace E. Bourne, New Haven, and Edward W. Bourne '15, New York City, who established it in memory of their father, a professor of history in Yale University and a close friend of Horace Taft.

The Loughridge Scholarships, established in memory of Paul Loughridge, Sr. '12 by his wife and children (Mrs. Thomas J. Connors, Alice Loughridge, Charles Loughridge, II '45, and, Paul Loughridge, Jr. '44), stipulate that prior consideration for their award be given candidates resident in New Mexico.

The Pollak Scholarship, established by Maurice Pollak and his son Henry Pollak, II '40 to be awarded annually to a boy who shows superior strength and interest in things scientific.

The Edwin Hills, II, Scholarship established by Edwin Hills '34 and Mrs. Hills in memory of their son for whom the scholarship is named.

The Beckner Worth Memorial Scholarship, established by Mr. and Mrs. William B. Worth, in memory of their son, W. Beckner Worth, Jr. '59.

The Herbert B. Luria Memorial Scholarship, established by Henry T. '28, Mortimer '34, David, and William Luria in memory of their brother, Herbert B. Luria.

The Heminway Scholarship, established by Mrs. Merrit Heminway of Watertown, Connecticut.

Parents Scholarships, ten scholarships awarded annually from funds contributed by parents of Taft alumni.

The William Bemis Morris Memorial Scholarship, established by Mr. and Mrs. Joseph G. Morris in memory of their son Bill '49.

The Independence Foundation has made a number of scholarships available for the years 1967-1973.

The Merrill Trust provides funds for an annual scholarship.

The Harry Fleisher Scholarship established as a memorial scholarship by the Harry Fleisher Foundation, Inc.

The Florence M. and Florence Alice Quinn Memorial Scholarship established by Dr. John F. Quinn '03 in memory of his wife and daughter.

The Denton L. DeBaun Scholarship established by Denton L. DeBaun '33 to provide aid to underprivileged students.

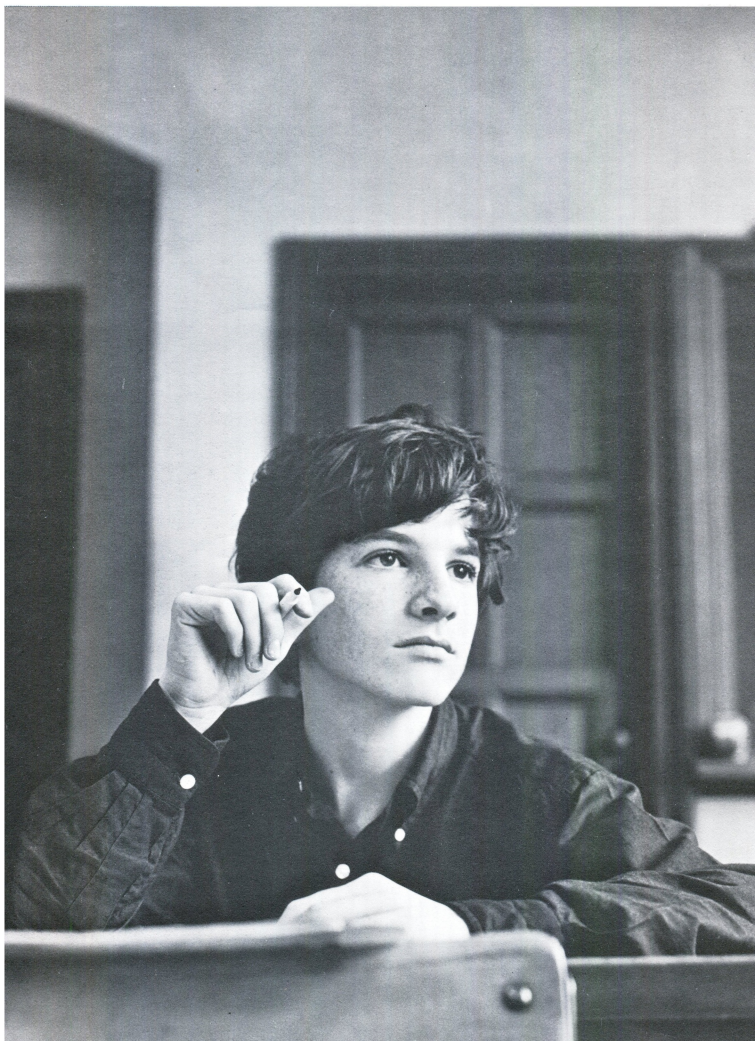
The Lehman Scholarship Fund established by Orin Lehman '38, to provide financial aid for disadvantaged candidates for Taft.

The Ford Hilliard Cooper Scholarship established by Ford Hilliard Cooper '22 to be used toward the tuition of one or more deserving boys selected by the headmaster and the Board of Admission.

The Horace D. Taft Scholarship established from the Dorothy Abbe Thomson Trust provides funds to aid students who are selected on the basis of character and ability rather than wholly on scholarship.

The Dwight L. Stocker, Jr. '50 Memorial Scholarship established by his parents, friends, and classmates to aid needy and deserving boys at Taft.

The Keeler Scholarship fund, from a bequest by Birdie R. Keeler, provides an income for financial aid for boys who are residents of the State of Connecticut.



OFFICERS OF THE CORPORATION

John C. Esty, Jr. — President
E. Philip Snyder Jr. '38 — Treasurer
Richard T. Pratt — Assistant Treasurer

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E. Philip Snyder, Jr. '38 — Rye, New York
Horace D. Taft '43 — New Haven, Connecticut
Vernon Taylor, Jr. '35 — Denver, Colorado
Ramsay Wilson '41 — Riverside, Connecticut
Richard S. duPont '60 — Wilmington, Delaware
John W. Sheppard '28 — Greenwich, Connecticut
Charles E. Yonkers '58 — Washington, D.C.
Wesley S. Williams '59 — Washington, D.C.
Joseph L. Knowlton '36 — Weston, Massachusetts

FACULTY

John C. Esty, Jr. M.A., L.H.D., Amherst, Yale, Amherst — Headmaster
Edwin C. Douglas, M.A., Hamilton, Harvard — Assistant to the Headmaster; Mathematics; Independence Foundation Master
Joseph B. Lakovitch, B.S.P.E., B.S., Arnold — Director of Physical Education; School Store
Joseph I. Cunningham, M.A., Princeton, Harvard — Director of Admissions
John S. Noyes, M.A., Harvard, Middlebury — Chairman, Modern Language Department
Richard H. Lovelace, M.A., Bates, Middlebury — English; Alumni Secretary; Director of Public Relations
John B. Small, B.A., Bowdoin — German, Latin
Leslie D. Manning, M.A., University of Virginia — Spanish
Donald Oscarson, M.A., Yale — Dean of Students; Latin; Stott Schoolmaster; Chairman, Middle Class Faculty Committee
John G. Snow, M.A., University of New Hampshire, University of Oregon — French, Spanish; Coordinator of Day Student Activities
John R. Bergen, M.A., Yale, Columbia — Dean of Faculty; Chairman, English Department
Mark Potter, B.A., Yale, Art Students League — Art
Neil W. Currie, M.S., Yale, Wesleyan — Science
Theodore S. Greene, B.S., B.A., Yale, University of Washington — Mathematics
Alvin I. Reiff, A.M., Harvard, Columbia — Director of Studies; Science; Chairman, Senior Class Faculty Committee
Talbot Baker, Jr., M.Ed., Harvard, Boston University — Mathematics; Chairman, Lower Middle Class Faculty Committee
Daniel G. Comiskey, A.B., Williams — Chairman, Mathematics Department
*Barclay G. Johnson, Jr., M.A., Middlebury, Trinity — English
David A. Mitchell, B.A., Bowdoin — Mathematics; Assistant Dean of Students
Lance R. Odden, M.A., Princeton, University of Wisconsin — Assistant Headmaster; Chairman, History Department
George R. Schermerhorn, B.S., Mus.M., Hartwick, Yale — Chairman, Music Department
Lawrence H. Stone, B.S., Arnold — Director of Athletics
Gerard R. LeTendre, M.M., M.A., Yale, Middlebury — Music, French
Richard M. Davis, M.A., Princeton, University of Michigan — History
*John R. Williams, B.A., Amherst — History
John L. Wynne, Jr., M.A., Syracuse, Trinity — History
Edward M. North, B.S., Oglethorpe University — Chairman, Science Department
Robert Boothby, M.A., St. Lawrence University, Columbia — History
Walter A. Frankel, M.L.S., Concordia Senior College, State University of New York at Albany — Librarian
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Selden S. Edwards, A.B., Princeton — English; Chairman, Upper Middle Class Faculty Committee
Oliver S. Everett, B.A., Harvard — History
Mrs. John L. Wynne, Jr., B.F.A., Syracuse — Art, Crafts
Edward K. Seppa, B.S., Western Connecticut — Science

Timothy P. Briney, B.A., Yale — English
Richard D. Cobb, M.A., Bowdoin, Ohio State University — Acting Chairman, Classics Department
Peter R. Holroyd, B.Sci., S.T.M., University of Manchester (England), Berkeley Divinity School — Chaplain; Chairman, Religion Department
William G. Nicholson, M.A., Brown, Ohio State University — English; Assistant Director of Studies
John T. Russell, A.B., Dartmouth — Science
Frederick M. Genung, II, B.A., University of North Carolina — Development Officer
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Robert V. Rozelle, A.B., Brown — English
Roger F. Stacey, M.A.T., Hamilton, Harvard — English
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Mrs. William E. Sullivan — Assistant Librarian; Developmental Reading
Diana L. Beach, M.Div., Smith, Berkeley Divinity — Chaplain; English
Mrs. George D. Gould, A.B., New York University — Assistant to Director of Admissions; Coordinator of Girls' Activities
Charles J. Harris, A.B., Princeton — Chemistry
Mrs. Richard L. Carlton — House Parent for Girls
Joseph Fleischer, M.A., Rutgers, The Sorbonne — French
Philippe Gault, A.B., Universite de Poitiers — French
Kathleen A. Halloran, B.A., St. Joseph College — Mathematics
Mrs. John V. Makepeace, Skidmore — Assistant Director of Athletics
Mrs. Robert C. Patrick, B.A., Smith — History
Robert C. Patrick, B.A., Kenyon — English
William C. Rives, B.A., Williams — Mailliard Fellow; History
Gennaro Romano, B.A., Amherst — English
Rory H. Stuart, B.Litt., St. Andrews, Oxford — English
Frederick H. Wandelt, III, A.B., University of North Carolina — Admissions Officer
Robert P. Wuagneux, M.A., Norwich, Middlebury — Spanish

FACULTY EMERITI

Paul Cruikshank, B.A., D.Sc.Ed., LL.D. — Headmaster-Emeritus
Harlin A. Sexton, B.A., Harvard — English
Howard C. Farwell, M.A., Middlebury, Brown — History
Charles H. Shons, B.A., Williams, Springfield — Athletic Director
George H. Morgan, Mus.B., Columbia, Yale — Music
Roland W. Tyler, M.A., Boston University — Public Speaking, English
Henry P. Stearns, M.A., Yale, Harvard — History; presently School Historian
Paul L. Lovett-Janison, Ph.D., Sheffield University, Columbia — Science
Leonard R. Sargent, Jr., B.A., Princeton — Mathematics
Robert C. Adams, Jr., B.A., Bowdoin — History

ADMINISTRATIVE STAFF

Richard T. Pratt, M.B.A., U.S. Naval Academy, George Washington University — Business Manager
Richard J. Lindsey, B.S., University of Connecticut — Assistant to the Business Manager
James Hanning — Superintendent of Buildings
Louis VanderEyk — Assistant Head of Maintenance
Vinal Barnes — Superintendent of Grounds
Benedict Gedraitis — Manager of School Laundry and Jigger Shop
(Mrs.) Betty Perrone — Housekeeper
(Mrs.) Gertrude Gillespie — Dietician
(Mrs.) Lillian Peffers — Accountant

MEDICAL STAFF

William W. Bassford, M.D., Tufts — School Physician
Robert S. Adams, M.D., Columbia, College of Physicians & Surgeons — Consulting Psychiatrist
(Mrs.) Ruth Link, R.N. — Head Nurse
(Mrs.) Marijane Potter, R.N. — Nurse
(Mrs.) Nina Okolotkiewicz, R.N. — Nurse
Kenneth F. Sweeten, Southern Connecticut State — Trainer

* On leave of absence 1971-72.

STUDENTS

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PETER C. BYERLY
ERIK L. KITCHEN
NICHOLAS D. LORUSSO, JR.
PETER H. MILLER
JOHN G. TAFT
DEAN TSERETOPOULOS
DAVID A. WARDELL

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MICHAEL JOSEPH ALEKSINAS.....Waterbury, Conn.
HENRY A. ALTER, JR.....Waterbury, Conn.
MARY TROWBRIDGE BALDRIGE.....Woodbury, Conn.
ETTORE BARBATELLI, JR.....Milwaukee, Wisconsin
THOMAS DUMONT BEVIER.....LeCanne, France
DAVID JON BINDEMAN.....Karachi, Pakistan
WILLIAM ANDREW BLANNING.....Hamden, Conn.
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PETER MICHAEL CLARKE.....Fairfield, Conn.
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JAMES MATTHEW COHEN.....Stamford, Conn.
JOHN CHARLES DANT.....Atherton, Calif.
NELSON ANTHONY DENIS.....New York, N.Y.
PHILIP CRAIG DENNEN.....Middlebury, Conn.
PETER CADWELL DIBBLE.....Naugatuck, Conn.
MARK WILLIAM ERICKSON.....Upper Nyack, N.Y.
TAYLOR ALLEN EWELL.....New York, N.Y.
MICHAEL HENRY FARA.....Manhasset, N.Y.
JAMES BERNARD FARLEY.....Tokyo, Japan
JOHN KEITH FELL.....Garden City, N.Y.
JEFFREY HAROLD FINK.....Woodmere, N.Y.
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RICHARD EVAN GREENBERG.....Waterbury, Conn.
MARCY TOD GREENBLATT.....Waterbury, Conn.
JOHN SAMUEL HAGELIN.....Southport, Conn.
JAMES MORRIS HARDEMAN.....Atlanta, Ga.
DUNCAN GEORGE HARRIS.....New York, N.Y.
BRUCE WALTER HARVEY.....Branford, Conn.
THOMAS ANDREW HENNICK.....Naugatuck, Conn.
WILLIAM E. HOBLITZELLE, IV.....Watertown, Conn.
GARY SCOTT HUTCHINSON.....Caracas, Venezuela
JETER ALLEN FRANCIS ISELY.....Quebec, Canada
DOUGLAS MCKELVEY JAMISON.....Greensburg, Pa.
ALEXANDER PLATT JINISHIAN.....Old Greenwich, Conn.
KEVIN LEE KEITT.....Brooklyn, N.Y.
ROBERT MCILWRAITH KEST.....Poughkeepsie, N.Y.
ERIK LLOYD KITCHEN.....Tehran, Iran
ALAN LEE KLINGENSTEIN.....Scarsdale, N.Y.
ASHLEY BARRIE LAMB.....Darien, Conn.
MATHEW LEFKOWITZ.....Waterbury, Conn.
JAMES CHRISTOPHER LIAKOS, JR.....Watertown, Conn.
THOMAS AGREN LIAO.....Middlebury, Conn.
JEFFREY PERRY LORD.....Pelham Manor, N.Y.
NICHOLAS DOMENIC LORUSSO, JR.....Wolcott, Conn.
WORTH DANIELS MACMURRAY.....McLean, Va.
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ROCKWELL DREWRY MARSH.....Summit, N.J.
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ROBERT CHRISTOPHER MINOR.....Norwalk, Conn.
KENNETH SYLVESTER MOORE.....Wolcott, Conn.
JOHN ADAMS MORGAN, JR.....Beverly Farms, Mass.
F. JAMES NEIL.....Valley Stream, N.Y.
JAY FREDERICK NICHOLS.....Woodbury, Conn.
DERRICK CORSON NIEDERMAN.....Bethany, Conn.
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RICHARD LAURENCE PARISH, III.....North Salem, N.Y.
ANTHONY SCOTT PASQUALINI.....North Haven, Conn.
WILLIAM LEE PENN, II.....Darien, Conn.
GEOFFREY DAVID PIEL.....New York, N.Y.
STEPHEN WARREN POND.....Providence, R.I.
MARK WINSLOW POTTER, JR.....Woodbury, Conn.
JUNE MARIE PRATT.....Watertown, Conn.
EVELYN PRESTON.....Woodbury, Conn.
ROBERT PAUL QUIRK.....Milton, Mass.
ALASDAIR JOHN RITCHIE.....Hamden, Conn.
MARK WHITING ROBINSON.....Madrid, Spain
CHOATE TAYLOR ROCKWELL.....Olympia Fields, Ill.
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GERALD DIXON ROTHROCK.....Chicago, Ill.
MICHAEL ROSS ROYBAL.....Santa Fe, N.M.
THOMAS ARTHUR RUPPEL.....New York, N.Y.
THOMAS PARKER SANTOPIETRO.....Waterbury, Conn.
KENNETH A. SAVERIN.....Manhasset, N.Y.
GILBERT CHARLES SIMPKINS.....Pound Ridge, N.Y.
SPYROS SOLON SKOURAS, III.....New York, N.Y.
MITCHELL PHELPS STOKES.....Bronx, N.Y.
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JOHN GODFREY TAFT.....New Haven, Conn.
ANDREW STEMMLER TAYLOR.....Woodbury, Conn.
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CHARLES HAFNER TRAVIS.....Hinsdale, Ill.
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JAMES LLOYD VOLLING.....Le Sueur, Minn.
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DAVID ADAM WARDELL.....Cold Spring Harbor, N.Y.
DAVID ANTHONY WHITNEY.....Plymouth, Conn.
THOMAS MICHELSEN WHITTEMORE.....Rye, N.Y.
ERNEST PETER WIEHL.....Fairfield, Conn.
DUDLEY A. WILLIAMS.....Dayton, Ohio
DEBORAH JANE WILSON.....Wayland, Mass.
CHARLES FRANKLIN WOCHOMURKA, III.....Weston, Conn.
WILLIAM JOHN WOLFGANG.....New Haven, Conn.
RICHARD THOMPSON WOOD.....Stowe, Vt.

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Gordon Lefebvre Yarrington ..... Fairfield, Conn.
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Coranna Marie Cassidy.....Watertown, Conn.
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Peter Avery Cohen.....Middlebury, Conn.
Nelson Robert Corcoran.....Middlebury, Conn.
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Christopher John Errichetti.....Waterbury, Conn.
Edward Lilburn Eyre.....Atherton, Calif.
William L. Fanning, III.....Briarcliff Manor, N.Y.
John Winn Dana Fenner.....Sewickley, Pa.
Alexis duPont Gahagan.....Oyster Bay, N.Y.
Emily Todd Garside.....Watertown, Conn.
Hiram Morgan Garwood.....Houston, Tex.
Thomas Ludlow Gibson.....Savannah, Ga.
Joseph Americo Giuliano.....Waterbury, Conn.
John Edward Glynne.....Hamden, Conn.
Ross Page Gnesin.....Ft. Lee, N.J.
David Perkins Goat.....Springfield, N.J.
Roger Karl Gofton.....Yorktown Heights, N.Y.
Melissa Jean Grant.....Oyster Bay, N.Y.
Jeffrey John Greenberg.....Waterbury, Conn.
David Walter Griffin.....Waterbury, Conn.
Owen Langley Hart.....Mantoloking, N.J.
Brian Lee Hasbrouck.....New Haven, Conn.
Jonathan Todd Heydenreich.....Waterbury, Conn.
Wendy Hoblitzelle.....Watertown, Conn.
William Francis Howe, III.....Providence, R.I.
William Thorpe Hughes.....Watertown, Conn.
Charles J. Johnson, III.....Darien, Conn.
Henry Paul Johnson.....Waterbury, Conn.
Steven Wardner Kaman.....Simsbury, Conn.
James Herbert Kaufman.....Scarsdale, N.Y.
William Boyd Kegg, III.....New York, N.Y.
William States Kelly.....Wilton, Conn.
Thomas Kerins.....Pound Ridge, N.Y.
Paul Smith King.....South Dartmouth, Mass.
Paul Henry Klingenstein, II.....Scarsdale, N.Y.
Robert Clark Laidlaw.....Glen Head, N.Y.
Geoffrey Porter Leonard.....New York, N.Y.
Frederick Henry Leonhardt.....Stamford, Conn.
Victoria Shippen Lewis.....Old Greenwich, Conn.
Robert Mark Liegner.....Newton, N.J.
David Alan Limburg.....Bedford, N.Y.
Brian Crawford Lincoln.....Longmeadow, Mass.
Anne Jane Lundberg.....Woodbury, Conn.
Elizabeth Anne Luther.....Locust Valley, N.Y.
Laurens MacLure, Jr.....Cohasset, Mass.
Melissa Saunders McCarthy.....Greenwich, Conn.
Robert Steele McCleary.....Naugatuck, Conn.
David Lewis McColgin.....Watertown, Conn.
Henry William McDonald, Jr.....New York, N.Y.
Kevin Michael McInerney.....New York, N.Y.
Jeffrey Alan Magnin.....San Francisco, Calif.
Michael Jay Markovits.....Middletown, N.Y.
Russell Allen Mawn.....Woburn, Mass.
William Worthington Mayo-Smith.....Mt. Kisco, N.Y.
Elizabeth French Miller.....Chicago, Ill.
William Irwin Miller.....Columbus, Ind.
Helen Jane Millett.....Garden City, N.Y.
James Coleman Mooney.....Pelham, N.Y.
James I. Moore, Jr.....New York, N.Y.
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John Alexander Motulsky.....Forest Hills, N.Y.
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Robert Hedges Parsons.....Farmington, Conn.
Kenneth Andrew Pettis.....Chicago, Ill.
Cynthia Alice Post.....Middlebury, Conn.
David Leslie Puterbaugh.....Peoria, Ill.
William Frederick Quigley, Jr.....Watertown, Conn.
Jonathan Richard Read.....Watertown, Conn.
Gregory Martin Reichberg.....New Rochelle, N.Y.
Marian Frances Reiff.....Watertown, Conn.
Charisse Maisonet Rivera.....Brooklyn, N.Y.
David Kimmel Robinson.....Madrid, Spain
Karl Phillip Rockwell.....Brackney, Pa.
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Charles Andrew Beebe.....Wethersfield, Conn.
David Kumar Bhonslay.....Armonk, N.Y.
James Francis Brennan.....Waterbury, Conn.

Nathaniel Richardson Bronson, III.....Southampton, N.Y.
Jonathan Edward Brooking.....Wilmington, Del.
Jonathan Denison Byerly.....Washington, Conn.
Thomas Kenneth Calder.....New York, N.Y.
Tammis Clarke Chandler.....Woodbury, Conn.
Robert Parker Clarke, III.....Fairfield, Conn.
John Bonnell Couch.....New Preston, Conn.
John DeForest Cowperthwait.....Watertown, Conn.
May Frances DellaPietra.....Waterbury, Conn.
Paul Henry DeVries.....Woodbury, Conn.
Laura Marsh Dibble.....Naugatuck, Conn.
Richard Anthony DiMaria, Jr.....Thomaston, Conn.
James Campbell Duell.....Security, Col.
Erin Patricia Farrell.....Waterbury, Conn.
Robert Thomas Farrell, Jr.....Richmond, Va.
Cary Bruce Fleisher.....Waterbury, Conn.
Steven Daniel Foley.....Stamford, Conn.
Lisa Frantzis.....Middlebury, Conn.
Peter Allan Frew.....Woodbury, Conn.
William Hoyt Gahagan.....Oyster Bay, N.Y.
Stuart Mark Garber.....Waterbury, Conn.
Christopher Key Gilbert.....Watertown, Conn.
William Stuart Gillette.....New York, N.Y.
Herbert Jeffrey Glatt.....Carmel, N.Y.
Susan Beth Greenberg.....Waterbury, Conn.
Jill Robin Greenblatt.....Waterbury, Conn.
Frederick Hobart Gronauer, Jr.....Briarcliff Manor, N.Y.
John Roland Hare, Jr.....New Haven, Conn.
Gordon William Harris.....New York, N.Y.
Anne Rachel Hennick.....Naugatuck, Conn.
David Rosser Johnson.....Bratenahl, Ohio
Russel Brian Jones.....Brooklyn, N.Y.
Allen Wesley Karsh.....Middlebury, Conn.
Bruce Cranston Kay.....Maitland, Fla.
Douglas Thomas Kelly.....Larchmont, N.Y.
Douglas Paul Kerins.....Pound Ridge, N.Y.
John Frederic Kirschbaum.....Wolcott, Conn.
Charles Alexander Kothe.....New York, N.Y.
Daniel Kin Fun Lam.....Hong Kong
Raymond Wai Man Lam.....Hong Kong
Alan Lauderdale.....Tenafly, N.J.
Brian John Lawlor.....Waterbury, Conn.
Elizabeth Karin Liao.....Middlebury, Conn.
Peter David Liebeskind.....Middlebury, Conn.
Todd William Luckey.....Middlebury, Conn.
Joseph William Lux, Jr.....Waterbury, Conn.
Julien Lachicotte McCall, Jr.....Darien, Conn.
John Scully McDonald.....Waterbury, Conn.
Richard Osher Magram.....Pittsburgh, Pa.
Jon Peter Malik.....Watertown, Conn.
Kenneth Louis Marcella.....Waterbury, Conn.
Peter Francis Moore.....Westerly, R.I.
Edward M. Neil.....Valley Stream, N.Y.
David Francis O'Connell.....Waterbury, Conn.
Shaun Marie O'Connor.....Prospect, Conn.
Lucas Christopher Pasquariello.....Thomaston, Conn.
Cynthia Marie Perrone.....Oakville, Conn.
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Carol Anne Ploeger.....Cheshire, Conn.
Andrew Ward Potter.....Woodbury, Conn.
Meggan Clare Quigley.....Watertown, Conn.
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Ethan Lawrence Reichberg.....New Rochelle, N.Y.
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	Total
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California	6
Colorado	2
Connecticut	105
Delaware	1
Florida	9
Georgia	6
Illinois	12
Indiana	2
Iowa	5
Kentucky	2
Maryland	1
Massachusetts	21
Michigan	3
Minnesota	5
New Hampshire	2
New Jersey	15
New Mexico	1
New York	110
Ohio	7
Pennsylvania	16
Rhode Island	2
Tennessee	1
Texas	4
Vermont	2
Virginia	5
Washington	1
Washington, D.C.	3
Wisconsin	1
Bahamas	4
Belgium	1
Brazil	1
Canada	1
France	1
Hong Kong	2
India	1
Iran	1
Japan	1
Mexico	4
Pakistan	1
Puerto Rico	3
Spain	2
Switzerland	1
Venezuela	3
Total Boarding Students	379
Day Students	113
Total Students	492

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LOS ANGELES
George H. Barnes, Jr. '51
Edward R. Borcherdt, Jr. '49
Peter L. Harvie '49
Peter R. Taft '53

LOUISVILLE
John H. Mallon '15
John A. Davenport '28

MEMPHIS
Joseph Orgill, III '55

MIAMI
Roland Bryant '25

MINNEAPOLIS
Donald C. Dayton*
Harold H. Tearse, Jr. '46

NASHVILLE
John M. Whiteman '44
Overton Williams '23

NEW HAVEN
Robert B. Blanchard '57
H. Wick Chambers, Jr. '27
Raynham Townshend, Jr. '30

NEW JERSEY
H. Henry Bertram '36
Haworth
Mason W. Gross '29
New Brunswick
Edward H. Ladd, III '21
Plainfield
Josiah Macy, Jr. '28
Morristown

NEW ORLEANS
Harry A. Freiberg, Jr. '35
William A. Porteous, III '55
John C. Reynolds '62

NEW YORK AND LONG ISLAND
Edwin K. Chapin '27
Allen S. Hubbard, Jr. '33
Orin Lehman '38
Henry T. Luria '28
Robert L. Stott, Jr. '48
Robert W. Sweet '40

PALM BEACH
Stuyvesant Peabody, Jr. '33

PASADENA
Hall V. V. Bradley '30

PHILADELPHIA
David H. Means '46
Hardie Scott '26

PITTSBURGH
Henry F. Devens '35
Sewickley
Henry L. Hillman '37

PORTLAND (OREGON)
Ralph H. Cake, Jr. '46

PROVIDENCE
Eric J. M. Godfrey '50
John A. Gwynne '24

ROCHESTER
Harmar Brereton '27

ST. LOUIS
James L. Johnson '51
John K. Wallace '23

SAN ANTONIO
G. Cameron Duncan*
Radcliffe Killam*
Thomas S. Moorman '64

SAN FRANCISCO
Barnaby Conrad, Jr. '40
James F. Mailliard '42
William N. Mills '31
Steven H. Spencer '56

SEATTLE
Edward W. Andrews, Jr. '42
G. Anton Mueller '52

SPOKANE
Charles C. Finucane '24
Paul H. Graves, Jr. '43

SPRINGFIELD-LONGMEADOW
Mack F. Wallace '38
Longmeadow

SYRACUSE
Robert H. Feldmeier '39
Hendrix Ten Eyck '40
Fayetteville

TACOMA
G. Corydon Wagner, III '43
George H. Weyerhaeuser '44

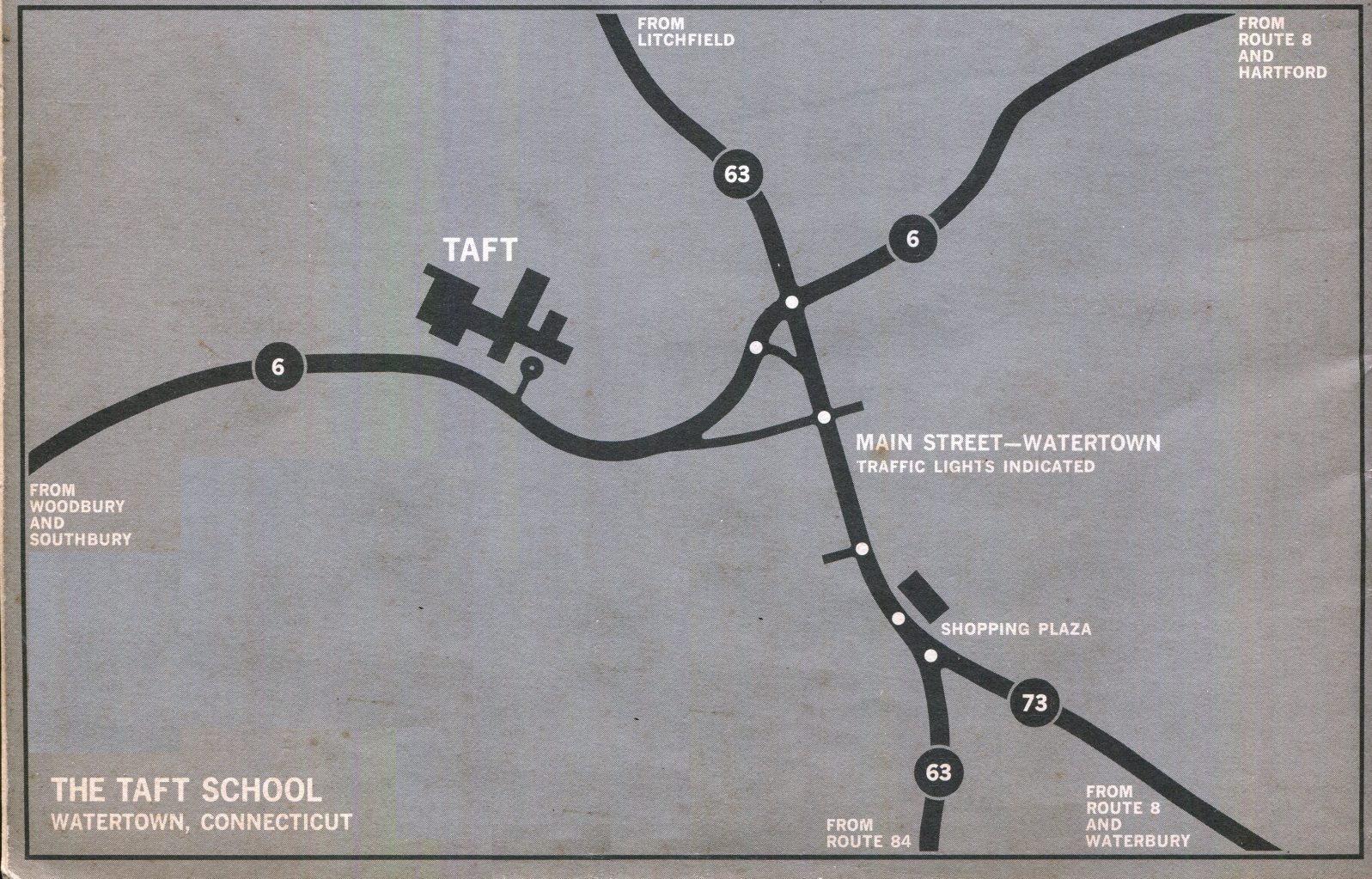
WASHINGTON, D.C.
Charles A. Edwards*
William S. Mailliard '35
Charles E. Yonkers '58

WESTCHESTER-FAIRFIELD COUNTIES
Donald V. Buttenheim '33
Mount Kisco
Louis F. Laun, Jr. '38
Henry W. Taft '43

WILKES-BARRE
Joseph H. Pool, IV '44

WILMINGTON
David H. Dawson
Richard S. duPont '60

* Parent


FROM
LITCHFIELD
FROM
ROUTE 8
AND
HARTFORD
63
6
TAFT
6
MAIN STREET—WATERTOWN
TRAFFIC LIGHTS INDICATED
FROM
WOODBURY
AND
SOUTHBURY
SHOPPING PLAZA
73
63
FROM
ROUTE 84
FROM
ROUTE 8
AND
WATERBURY
THE TAFT SCHOOL
WATERTOWN, CONNECTICUT